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Wm L. Hammel

MANUAL

— OF THE —

PUBLIC SCHOOLS

— OF —

MARYLAND

— FOR —

1896-'97.

BY

ALEXANDER CHAPLAIN,

COUNTY EXAMINER OF PUBLIC SCHOOLS,

EASTON, TALBOT COUNTY, MD.

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ALEXANDER CHAPLAIN.

PREFACE.

The preparation of this Manual was first suggested by Prof. M. Bates Stephens, President of the Maryland State Teachers' Association, in his address before the Association at the opening of the annual meeting, July, 1895, and I am indebted to him for uniform sympathy and support in the work. I have much pleasure, too, in tendering my acknowledgment to Prof. E. B. Prettyman, State Superintendent, for the expressions of confidence in my earnestness and equipment for the work. I am, however, most deeply indebted to Dr. Edward M. Hardcastle, President, George C. Moore and Michael B. Nichols, Board of County School Commissioners of Talbot County, for the enthusiastic interest manifested throughout the preparation of the Manual, and its adoption for use of the teachers and distribution to the patrons of the public schools. My thanks are also due to Prof. R. A. Ogg, a former Marylander, and now a distinguished superintendent of city schools in another State, for valuable suggestions and obliging courtesies.

It is to be regretted that the Manual had to be condensed into a convenient size and form for constant reference and study by the teachers. Extended outlines and detail, as well as working models and sketches, had to be omitted, but these, we trust, may be worked out by teachers in the school-room, Teachers' Meetings and Normal Institutes.

ALEXANDER CHAPLAIN.

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INTRODUCTION.

On the adoption of this Manual for use of the teachers in Talbot county, the Board of County Commissioners issued the following instructions and address:

Each grade is intended to represent the work of one year, with a skillful, earnest, patient, and industrious pupil.

Every grade is to have a due share of the teacher's time; and every study, a fair proportion of the allotment.

Each grade is to have five daily recitations, in addition to the writing lesson, drawing lesson, singing lesson, general exercises, and seat or desk work.

It is the duty of the teacher to provide suitable employment for every pupil under his charge, and for the whole time that he is kept in school. The school-room is the pupil's workshop, and the teacher is the director and master-workman.

The essential part of the plan of uniform classification is, that every pupil must master all the work of the grade in which he is placed before he is advanced to a higher grade.

With patient, conscientious, skillful, and harmonious labor on the part of the teachers and school-officers, the public schools can be made the pride of our county.

To this end every teacher should study the philosophy of teaching, read constantly the most approved books on the subject of his profession, and give his whole time and heart to his school work. He must plan to interest and benefit his pupils; he must love his work, and conduct it with the utmost system.

To unify the public school system of the county and nurture its organic life, all of us must act upon some general plan and be filled with one impulse moving us in one direction. We confidently invoke the aid of all our teachers for the purpose of making our public schools the best in the State, and in every way worthy of a united and approving public sentiment.

ALEXANDER CHAPLAIN,
Secretary and Examiner.

EASTON, TALBOT CO., MD.,
January 28th, 1896.

COURSE OF STUDY.

FIRST YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Elementary Science.
4. Object Lessons.

} CONCENTRATE.

5. Number.
6. Form Study.
7. Size.

} CONCENTRATE.

8. Writing.
9. Drawing.
10. Physical Culture.
11. Singing.
12. Manners and Morals.

SECOND YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.
5. Object Lessons.

} CONCENTRATE.

6. Number.
7. Form Study.
8. Size.

} CONCENTRATE.

9. Writing.
10. Drawing.
11. Physical Culture.
12. Singing.
13. Manners and Morals.

THIRD YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.
5. Object Lessons.
6. Geography.

} CONCENTRATE.

7. Number.
8. Form Study.
9. Size and Weight.

} CONCENTRATE.

10. Writing.
11. Drawing.
12. Physical Culture.
13. Singing.
14. Manners and Morals.

FOURTH YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.
5. Object Lessons.
6. Geography.
7. History.
8. English Grammar.

(1–8) CONCENTRATE.

9. Number.
10. Form Study.
11. Size and Weight.

(9–11) CONCENTRATE.

12. Writing.
13. Drawing.
14. Physical Culture.
15. Singing.
16. Manners and Morals.

FIFTH YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.
5. Geography.
6. History.

} CONCENTRATE.

7. English Grammar.
8. Arithmetic.
9. Physiology, primary.
10. Writing.
11. Drawing.
12. Physical Culture.
13. Singing.
14. Manners and Morals.

SIXTH YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.

} CONCENTRATE.

5. Arithmetic.
6. Geography.
7. History.
8. English Grammar.
9. Writing.
10. Drawing.
11. Physical Culture.
12. Singing.
13. Manners and Morals.

SEVENTH YEAR GRADE.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.

} CONCENTRATE.

5. Arithmetic.
6. Geography.
7. History.
8. English Grammar.
9. Writing.
10. Drawing.
11. Physical Culture.
12. Singing.
13. Manners and Morals.

EIGHTH YEAR GRADE.

1. Reading.
2. Spelling.
3. Elementary Science.
4. Composition and Rhetoric.
5. English and American Literature.

} CONCENTRATE.

6. English Grammar.
7. History.
8. Arithmetic.
9. Algebra.
10. Physiology.
11. Writing, with Business Forms and Book-keeping.
12. Drawing.
13. Physical Culture.
14. Singing.

HIGH SCHOOL GRADES.

SEVENTH YEAR GRADE.

JUNIOR—FIRST.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.

} CONCENTRATE.

5. English Grammar.
6. Physical Geography.
7. History of England.
8. Arithmetic.
9. Algebra, through Equations of the First Degree.
10. Latin Grammar.
11. Writing.
12. Drawing, with the Application of simple Geometrical Problems.
13. Physical Culture.
14. Singing.
15. Manners and Morals.

EIGHTH YEAR GRADE.

JUNIOR—SECOND.

1. Reading.
2. Spelling.
3. Elementary Science with Composition.

} CONCENTRATE.

4. English Grammar.
5. History of England completed, or General History.
6. Arithmetic.
7. Algebra, through Equations of the Second Degree and Progressions.
8. Physiology, advanced.
9. Latin Grammar, with Gate to Cæsar.
10. French Exercises, with Grammar.
11. Writing, with Business Forms and Book-keeping.
12. Drawing, with Geometrical Theorems demonstrated mechanically.
13. Physical Culture.
14. Singing

NINTH YEAR GRADE.

SENIOR—FIRST.

1. Algebra reviewed.
2. Geometry begun, with the Application of Problems.
3. Composition and Rhetoric Exercises, Carpenter.
4. Physics, with Elementary Science.
5. Latin, Cæsar "De Bello Gallico," two books.
6. French Grammar and Reader.
7. Greek Grammar.
8. Writing, with Business Forms and Book-keeping.
9. Drawing.
10. Physical Culture.
11. Singing.

TENTH YEAR GRADE.

SENIOR—SECOND.

1. Geometry completed.
2. Plane Trigonometry and Surveying.
3. Composition and Rhetoric, Quackenbos.
4. English and American Literature, Raub.
5. Astronomy, with Elementary Science.
6. Latin, Virgil's Æneid, four books; or Cicero, "Orationes L. Catilinam."
7. French Reading, selected.
8. Greek Grammar and Reader.
9. Writing, with Business Forms and Book-keeping.
10. Drawing.
11. Physical Culture.
12. Singing.

POST-GRADUATE COURSE.

FIRST YEAR.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.

} CONCENTRATE.

5. Geography, with Map Drawing.
6. History of Maryland and United States.
7. English Grammar.
8. Arithmetic.
9. Algebra.
10. Mechanical Drawing, with the Application of Geometrical Problems.
11. Physical Culture.
12. Singing.

SECOND YEAR.

1. Reading.
2. Language Lessons.
3. Spelling.
4. Elementary Science.

} CONCENTRATE.

5. History.
6. English Grammar.
7. Arithmetic.
8. Algebra.
9. Geometry.
10. Latin.
11. French.
12. Greek.
13. Physical Culture.
14. Singing.

THE MANUAL OF THE COURSE OF STUDY.

Two things are dealt with in the education of children which fix the character of the course of study.

1. The child's MIND, or that upon which the teacher operates.

2. That upon which the child's mind exercises itself, the mental FOOD presented by the teacher, or the Subject of Study.

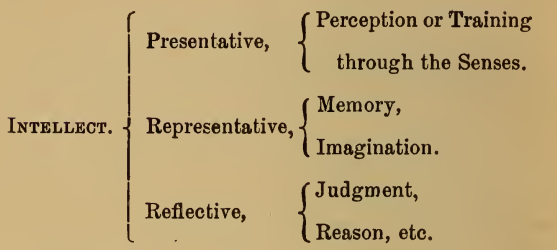
COURSE AS CHARACTERIZED BY THE MIND. The mind of the child must develop and grow the same as the body. It must exercise certain activities and give the individual training in each of these powers. They are:

1. The Intellect, or the Power to Know.

2. The Sensibility, or the Power to Feel.

3. The Will, or the Power to Choose and Execute.

The education of the INTELLECT is provided for in the various school subjects. This power manifests itself in the ways indicated by the following diagram:



The SENSIBILITY is educated throughout the school course by such subjects as Music, Literature, and Drawing; also incidentally in school life.

Education of the SUBJECTIVE WILL is accomplished by self-denial, obedience to school regulations, moral lessons, etc.

While most of the school subjects give us INTELLECTUAL EDUCATION, the work pertaining to the sensibility gives EMOTIONAL EDUCATION; and the training

of the WILL, MORAL EDUCATION. Through the INTELLECTUAL EDUCATION we KNOW what is right, through EMOTIONAL EDUCATION WE FEEL what is right, through the training of the WILL, MORAL EDUCATION, we choose the right and act it. Moral Education must be reached through Intellectual and Emotional Education, and they may be viewed as a means to further the end. Then, all education is moral. It is the final end; and the training of the Will is the great and predominant purpose of the school.

The Course of Study attempts to so adjust the work as to secure better results with a more economical use of the energies and efforts of both pupils and teachers. This is called by writers concentration, or co-ordination of studies. An effort has been made to arrange the work in the different studies so that they will mutually aid each other.

FIRST YEAR GRADE.

1. Reading.

At first, from the blackboard in script, word and sentence method; next, from the book in print, word and sentence method; lastly, in print, phonetic reading. Follow implicitly the Manual of Instruction, exercise great patience, do thorough work in Sight-reading, Drill on Phonograms and Ear-training, and Drill on the Blend.

2. Language Lessons.

The language work of this year is mainly oral. The pupils should be trained in expressing thought, orally in connected discourse. All answers to questions are to be given in complete sentences. Scientific order cannot be followed. The language work, then, may be called Seeing and Talking, about simple pictures, simple flowers, familiar animals, etc. The teacher should correct mispronunciation and false syntax, but not in such a way as to destroy unity of thought or to take the effort

of the pupil from the chief purpose of the exercise.

3. Elementary Science.

Plant common seeds in cotton that the different stages of germination may be observed. Encourage pupils to plant seeds at home, to note time needed for appearance of plants, and for their final development under proper conditions of moisture, light, and heat. Study plants as a whole, namely, locating and giving use of its parts—roots, stem, and leaves. Observe and study common leaves, and tell on what each grew. Draw and describe each of the leaves, noting size, shape, color, and texture; and appropriately color each drawing. Observe and study common flowers. Note size, shape, and color of flowers studied. Discover the two cups of the flower, etc. Describe and draw the flowers studied, and appropriately color each drawing. Read stories on flowers from standard authors to be reproduced orally by pupils. Observe and study fruits. Draw the fruits described, and appro-

priately color each drawing. In each lesson, every pupil should have one or more specimens, otherwise the work should not be done. Obtain live specimens of various insects—the grasshopper, butterfly, etc. The insects obtained form most excellent subjects for oral language work. Make collections of larvæ of various insects. Feed with the leaves of the same kind of tree or bush from which they were obtained. The spinning of the cocoon, and the perfect insect which later emerges from it, should be noted by the pupil. Interest pupils in birds, in their homes, in the time of their earliest appearance, etc. Avoid entering too much into details in these descriptions. Seek rather to impress upon the pupils the adaptation of structure of the animal to use and environment. Note the likenesses and differences between the duck and the hen. Compare and contrast the feet and the bills, and draw conclusions. Observe and study the cat, dog, squirrel, rabbit, mouse, etc. Encourage the pupils to draw the animals studied. In the

latter part of the grade year, develop and write many stories on plants, leaves, flowers, insects, birds, animals, etc., (Constructive Reading Lessons) to be read by the pupils. The Empiric Interest, which is especially active in early child life, is gratified and developed by Elementary Science Work.

4. Object Lessons.

First steps to exercise Perceptive Faculty and to form a vocabulary of terms, etc. For each lesson the teacher must prepare a thoughtful and exact sketch. Object Lessons for Parts: (*a*) Names and Number of Parts; (*b*) Position of Parts; (*c*) Uses of Parts; (*d*) Principal, distinguished from Secondary Parts. Pattern Lesson, selected; Sketch on Thimble, for Parts: (*a*) Uses of Parts; (*b*) Names of Parts. Separate, in the Sketch, Matter from Method. The Method will vary with the training and mental set of the teacher. The matter is, as follows: I. A thimble has a crown, a shield, cells, a border, and a rim. II. (*a*) The crown, so called be-

cause it is the top part of the thimble; (*b*) The shield is so called because it keeps the finger from being hurt; (*c*) The cells are so called because they resemble the cells of the honeycomb; (*d*) The border is so called because it is an ornament near the edge. Other subjects for parts, suggested, as follows: Shell, Watch, Shoe, Articles of Jewelry, etc. In the latter part of the grade year, review and develop Constructive Reading Lessons, to be read by the pupils, out of the Object Lessons.

5. Number.

Base Number Work on Form Study, Elementary Science, and Object Lessons. Study and follow the Outlines for Number Work.

6. Form Study.

Study and follow leaflets on Form Study which have been distributed to you.

7. Size

Give pupils general idea of size, and an accurate idea of the inch and foot measures,

and the words used in connection with these ideas.

8. Writing.

Give pupils daily exercise at the blackboard to develop whole arm and shoulder movement, mainly through ovals, curves, slant and wave lines.

9. Drawing.

Use suggestions found in "Quincy Methods."

10. Physical Culture.

Any light calisthenics or Swedish movements for exhibitions, but the progressive exercises in Rasmussen's Manual or the Manual of R. Anna Morris are preferable for orderly physical development.

11. Singing.

Give motion songs and the first steps in scale music. The scale should be taught as a unit. The idea of two-part time should be developed. Teach rote songs.

12. Manners and Morals.

Talks and stories by teacher. Quotations for memorizing, and for awakening the Subjective Will.

SECOND YEAR GRADE.

1. Reading.

Review phonetic reading of previous year, and enlarge the reading vocabulary of the pupils as a preparation for sight reading of the Second Reader. Keep the mechanical and form side of reading separate and distinct from the mental and thought side. Do not permit careless reading. Require pupils to get the thought first and the expression will come naturally. For valuable suggestions and devices study and follow the Outlines for Primary Reading.

2. Language Lessons.

Note and follow suggestions and work for First Year Grade. During the first and second year grades, the language training should be principally oral; but, when written

work is required, it should be used afterward as a reading exercise. Pay much attention to Narration; but the pupils should be asked to relate only those events that they have witnessed or experienced within a short time previous to their efforts at narration, or events that may be inferred by inspecting pictures used for Constructive Reading Lessons.

3. Spelling.

In the first and second grades, the aim should be to have the pupils acquire by imitation the spelling of simple words with as little conscious attention to it as may suffice. The spelling, in this grade, consists in copying sentences and separate words; and, in addition, later on, sentences should be dictated to the pupils to train them not only in spelling, but also in punctuation, and in the use of capital letters.

4. Elementary Science.

Base the work upon sense observation, and adapt it to the season. Note and follow suggestions and work for First Year Grade.

Also, for valuable suggestions and devices, study and follow the Outlines for Elementary Science Work and Troeger's Science Book. Study and distinguish between fibrous and fleshy roots. Describe fleshy roots; draw the roots described, and color appropriately each drawing. Note likenesses and differences between fleshy and fibrous roots. Study the grasshopper, bee, butterfly or moth, and fly. Draw the insects studied, and color appropriately each drawing. Study birds, and note characteristic parts and habits, and adaptation of parts to mode of life. Study the likenesses and differences between the birds named and draw conclusions. Direct and train the Empiric Interest of the pupils.

5. Object Lessons.

In this, the Second Step, the Perceptive and also the Conceptive Faculties are to be exercised. In the first lessons for this grade, the Object is considered as possessing familiar qualities; in the latter lessons, as possessing some important quality which

other objects also possess. For each lesson the teacher must prepare a thoughtful and exact sketch. Distinguish between the object and its qualities. Pattern Lesson—selected: Water—an object distinguished by its most simple and common qualities. In preparing the Sketch, separate Matter from Method. The Matter is, as follows: Water is a liquid; we can see through it; it is bright; it has not any color, any taste, or any smell; it is cold; it is used for washing and drinking; and because water is necessary to man, God has given to every country an abundant supply. Use objects for developing ideas of the terms Transparent, Translucent, Inflammable, Fusible, Soluble, Flexible, Pliable, Pungent, etc.

6. Number.

The second year differs from the first in the numbers dealt with, in being the imaginative stage, and in giving some prominence to practical notation. Still draw largely from Form Study, Elementary Science, and Size for problems, and for developing the imagina-

tion in number work. Study and follow the Outlines for Number Work. Teach clearly the difference between Division and Partition. Teach Notation and Numeration, using splints bundled into tens, and having much practice. Bundle into hundreds and practice in same way. Do this till pupils are absolutely sure of the value of a figure's place. Have pupils write problems from simple conditions given on the blackboard. Use comparison constantly. Have pupils write Statements from Partial Problems given on the blackboard. This requires and develops an active mathematical imagination.

7. Form Study.

Study and follow leaflets on Form Study, as in the previous year. These leaflets are designed to aid teachers in systematizing their oral lessons. The constant test of the pupil's observation must be the accuracy of his expression. The questions asked in the leaflets are for the pupil to answer, not the teacher.

8. Size

Review work on inch and foot. Develop idea of yard and train pupils to estimate the length of a yard. Exercise them in applying the yard as a unit of measure to objects in and about the school-room. In a similar way develop the idea of gill, pint, quart, and gallon. Lead pupils to form tables of the measures developed.

9. Writing.

The general plan of the writing lessons for the second year grade should be the same as that for the first. The movement must be changed from the whole arm to combination movement, the lateral swing of the arm from the elbow developed and the easy action of sliding fingers secured. Pupils must be taught to carefully criticise their own work and always write carefully. More rapidity with perfect form should be the aim. Much drill is necessary upon position, pencil and pen holding, and movement. Copy sentences

and verses for practice, and work into Copy Book No. 1.

10. Drawing.

The practical work in drawing for second year grade should consist in drawing from copy, dictation, and memory; supplementary, inventive, and drill exercises; and, also, lessons in expression or sketching from imagination. Use No. 1 of Primary Freehand Series by Langdon S. Thompson. Study and follow Thompson's Primary Freehand Manual.

11. Physical Culture.

See suggestions for First Year Grade.

12. Singing.

Study, follow, and use Deems and Wehage's First Music Reader.

13. Manners and Morals.

See suggestions for First Year Grade. The special purpose of lessons should be to show the necessity of good manners in school.

THIRD YEAR GRADE.

1. Reading.

The acquisition of the art of reading should be fully accomplished in this grade, and the pupil fully prepared to read in the next grade for the purpose of acquiring the subject-matter of what is read. The pupil can, and should learn to read in three years. Teaching that fails to secure this much is not as good as it ought to be or as it might be. Three grades of reading matter may be profitably used in this grade: First, Sight reading easy lessons, without any previous study; second, Matter which can be mastered by a reasonable amount of study, taking the whole lesson; third, Matter which is difficult, studied with the help and inspiration of the teacher, perhaps studied paragraph by paragraph. This kind of reading must be very carefully directed in order to be made profitable.

2. Language Lessons.

Follow text-book, and take pupils to the end of page 56 in the first book of the series. Language work and composition (constructive reading), with the aid of the text, should be practiced daily, the teacher recognizing and carrying out the idea of gradual progress in this branch of study as well as in other branches. Do not discourage pupils at the outset by requiring too much at one time. Proceed by easy steps, and see that each pupil does the work independently and faithfully. Supplement the text by Picture Lessons and the Construction of easy Dialogue.

3. Spelling.

Special work in phonics, and teach a few diacritical marks. Write sentences containing words to be copied. Look ahead and plan work to cover such words as the pupils will meet in the reader, geography, and language book. Drill on separate words, especially on words misspelled in the language and elementary science work. Occasionally use a

combination of language-lesson and spelling-lesson. In this combination work write a list of words from which a story is to be made (constructive reading lesson); the story must contain every word in the list, and the given words must be underlined. Keep lists of words and review them frequently. In no other study is frequent repetition so necessary as in spelling, as it is so largely a memory exercise. Good spelling depends greatly upon the making of vivid pictures of words, so that with the hearing of the word its appearance rises. Drill on making quick and definite pictures of the word. Oral spelling for drill; written, for practice.

4. Elementary Science.

Note suggestions and work for Second Year Grade. For other work and devices study the Outlines for Elementary Science Work and Troeger's Science Book. Name and draw leaves, and appropriately color each drawing. Name and define the parts of the leaf—blades, footstalk, and stipules. Distinguish between

parallel-veined leaves and net-veined leaves; between feather-veined leaves and palmately-veined leaves; between simple leaves and compound leaves; between leaves and leaflets; between leaf-stalks and branches. Name and locate the parts of the flower—corolla, calyx, stamens, pistil. Name and define the petals and sepals. Study the parts of the stamen—stalk and pollen, and the parts of the pistil—stalk and seed vessel. Describe in full the flowers studied. Read stories about flowers from good authors to be reproduced by the pupils. Study buds, and note when and where on the plant buds first appear. Distinguish between side (axillary) buds and end (terminal) buds. Distinguish between leaf buds and flower buds. Note when buds swell and open. Draw the buds and appropriately color the drawings. In each lesson on leaves, flowers, etc., each pupil should have one or more specimens, otherwise the work should not be done. Study the bee, beetle, grasshopper, etc. Every pupil should be provided with a specimen of the insect

studied. Pupils should make their own collections of insects. Study adaptation of structure to uses and mode of living. Develop and write many descriptions and narrations of the insects studied. Draw each insect studied and color appropriately each drawing. Study spiders, and have pupils collect specimens. Study the parts, habits, uses, adaptation of parts to mode of living, etc. Draw spiders studied and appropriately color each drawing. Study the frog, toad, and tadpole. Keep specimens of the tadpole, and note the changes that occur.

5. Object Lessons.

In this, the Third Step, the exercise of the Perceptive Faculties serves, of course, as the basis of the lesson, the superstructure of which addresses the Conceptive, and especially the Reasoning Faculties. The object is considered in detail, all its parts noted, and all its qualities, except such as are altogether beyond the range of the pupils' experience. Especially do pupils consider the

uses of the object, and the adaptation of structure, material or qualities to these. Next, two objects are considered at a time, comparing and contrasting them. A little information may frequently be given; yet the teacher's aim is not to tell them what they can learn from books, but rather to form correct and thorough habits of observation, and develop power of thought. For each lesson the teacher must prepare a thoughtful and exact sketch, otherwise the lesson will lack point and produce no good results.

6. Geography.

Follow text-book; develop idea of scale and draw diagram of school-desk (after measuring accurately), of the school-room (placing the doors, windows, desks, etc.), of the playground, etc. Upon the diagram name the directions, north, east, south, and west. Train the imagination, and teach simple Map Drawing. For valuable suggestions study the Outlines for Geography and Frey's "How to Teach Geography."

7. Number.

Review Notation and Numeration. Cultivate the memory and the imagination. Teach all the relations of numbers, including notation, addition, subtraction, multiplication, division, partition with its fractions, to 81, which is as far as the memorizing process need be carried. For comparison, devices for quick work, etc., study and follow the Outlines for Number Work.

8. Form Study.

See suggestions for Second Year Grade. Study and follow leaflets on Form Study.

9. Size and Weight.

See suggestions for Second Year Grade. Review work on size and measures, and develop the idea of ounce, pound, etc. Lead pupils to form tables of measures and weights developed.

10. Writing.

Practice work for movement. Let the pupil who is persistently careless about posi-

tion and the holding of the pen forfeit the privilege of practice till he recognizes the importance of these things so much that he will be painstaking. The teacher can accomplish much good by showing the formation of letters and words on the blackboard. Much of this should be done. Do not assign so much written work that the pupils must do it hastily. Insist on position and neatness in all written work. At the close of each month have all write their names or some selection for inspection and comparison. Complete Copy Book No. 1, and work into Copy Book No. 2.

11. Drawing.

Follow Primary Freehand Manual. Use Drawing Book No. 2.

12. Physical Culture.

The gymnastics now take on the character of accuracy and precision. Follow text for drill and muscular development. Make the work regular and systematic to make it of real value. Devise relaxation exercises.

13. Singing.

The work of the previous year should be reviewed until the pupils can sing any exercise written in 2-4 time. Develop the idea of four-part time. Use Deems and Wehage's First Music Reader. Teach rote songs.

14. Manners and Morals.

Teach duties growing out of school relations. Employ incidents of the school with great care, as they may cause harm instead of good. Draw lessons from biography and stories. Quotations for memorizing and for cultivating and training the Subjective Will.

FOURTH YEAR GRADE.

1. Reading.

Accent, emphasis, and inflection are prominent topics in this grade. The reading should be done in natural tones. When a selection is read aloud, it is for the purpose of fully conveying the meaning to the hearer. Supplementary reading should be used, if it can

be obtained; but it should be easy reading. Much easy reading tends to ease, accuracy, and fluency. Avoid concert-reading except in vocal exercises when the selection is easy or familiar, or in the recitation of quotations already completely memorized. Lead the pupil to love and choose good reading. Cultivate a refined and healthy imagination and judgment. Train the sensibility by furnishing beautiful pictures, and increase the pupil's power in interpreting and expressing the thought.

2. Language Lessons.

Follow text-book, continuing the first book of the series. Supplement the text by Picture Lessons in Geography, Dialogue, Reproduction of Fables, and the Application of the Fable. In the composition of original stories, in the Application of the Fable, an analysis should be written on the blackboard and followed: (1) Title, (2) Time, (3) Place, (4) Characters, (5) Incident, (6) Result, (7) Conclusion-Moral.

3. Spelling.

Note suggestions for Third Year Grade. Teach the diacritical marks, and spell all new and difficult words in reader, geography, history, etc. Groups of words associated in meaning are easily learned by the pupils—the association helps. Articles to be purchased at a store, etc. Avoid contrasting words which are pronounced alike but spelled differently. Such words should be so taught in sentences that in actual writing the one will not suggest the other. Oral spelling is only an indirect help to real (written) spelling. In the case of a few pupils, however, the auditory memory of words is so much stronger than the visual memory, that the oral spelling is of material assistance.

4. Elementary Science.

Note work and suggestions in the Outlines for Elementary Science Work and Troeger's Science Book. Plan the work to suit the changing and recurring seasons. If the teacher lacks faith in the possession of ability

to push the work and do something useful and creditable, begin with the simple things around you and grow with the pupils. Draw all objects studied, and continue color work.

5. Object Lessons.

In this, the Fourth Step, the Faculty of Generalization is exercised, in addition to the Perceptive, Conceptive, and Reasoning Faculties. Objects are considered in classes. When a single object is taken, it is with reference to art, manufacture, etc. Early in this grade, however, Object Lessons are absorbed and worked into Elementary Science Lessons; but the teacher must continue to prepare for each lesson a thoughtful and exact sketch.

6. Geography.

Follow text-book; and especially observe the relation of drainage to relief forms, so that the pupils may clearly interpret not only the ordinary maps used in the Geography but also the relief maps. Maps should be studied

by the pupils with the same observation and thought which is involved in the elementary science lesson. The pupils should see and think. Lead them to question each other as to what they learn from the map. Let the map study invariably precede the study of the text, so that pupils may learn to think for themselves instead of accepting the statements of others. Continue simple Map Drawing, and use endeavors to work into relief forms. Sand modeling is recommended for giving proper concepts of capes, peninsulas, bays, gulfs, etc.

7. History.

Follow text-book, but supplement the stories from your own reading and investigation in history, biography, etc. The teacher must know the story perfectly, and understand the art of telling it in such a way as to make an impression by it. The book presents questions upon the text, and for teachers who do not study and understand the Art of Questioning the lessons may become wholly lifeless and mechanical. Assist

the pupils in getting vivid pictures out of the text. The pupils are receiving now their first instruction in history. Draw careful distinction between receiving first instruction in history and the real study of it. At the age of pupils in this grade, information is acquired, not through the pupil's unaided effort, but almost exclusively through the effort of the teacher.

8. Grammar.

Follow text-book, and use endeavors to teach thoroughly all to page 67. Supplement the exercises in the text by having pupils pick out Nouns, Verbs, etc., in constructive reading lessons, etc.; by elliptical sentences for pupils to put in words to complete sense; by putting words into two sentences, using the same word as a Noun in the first sentence and as a Verb in the second; by using the same word as a Noun in one sentence and as an Adjective in another; by using the same word as a Verb in one sentence and as an Adjective in another; by using the same word as an Adverb in one sentence and as a Preposition

in another. Teach pupils first to see what a word *does*, and thence infer what it *is*. Teach the function of the word, and do not teach pupils to trust to mechanical rules for determining what Part of Speech a word is. Work into easy analysis and diagraming.

9. Number.

In Notation and Numeration, teach pupils to grasp in periods, without the use of commas. For comparison, for devices for quick work, for problems with conditions only, etc., follow the Outlines for Number Work. Continue the work of addition, subtraction, division and partition, using denominate numbers and abstract numbers. Use only small abstract numbers, but train the pupils to work accurately and rapidly with them. Abstract fractions should be used sparingly in this grade; the pupils should be made to consider fractional parts of things chiefly, things with which they are familiar. Pupils should be expected to do accurate work at all times. After learning to do accurate work, they may be trained to work rapidly. Mental exercises

should constitute a part of every recitation, in which pupils should be required frequently to make their own problems and to solve them in the hearing of the class. The language of the pupil should be carefully guarded and corrected in all this work. But the time of the recitation should be given chiefly to the development of principles, and to ascertaining their applications. Class practice should be restricted to the use of small numbers that the pupil may give his whole attention to mastering principles and their practical applications, and to acquiring the ability to see quickly the relations of numbers found in the statements of problems. Practice with large numbers should be expected of the pupils as seat work. This latter practice must not be neglected, in which the pupil must be held accountable for correct results. The pupils should receive no help in their efforts to understand the problems assigned for seat work; for the ability of the pupils to solve these problems without help, is the measure of the efficiency of the class or recitation work.

10. Form Study.

Review and complete leaflets on Form Study.

11. Size and Weight.

Develop ideas in size and weight as far as practicable, leading pupils to form tables, to re-enforce and enlarge the bounds of the Number Work.

12. Writing.

Drill on whole arm and fore-arm movement to secure the greatest ease; drill on position and pen-holding. The teacher can accomplish much good by showing the formation of letters and words on the blackboard. Much of this ought to be done. All written exercises should be carefully criticised by the teacher with respect to form, capitalization, punctuation, and penmanship. Examine and criticise as a general exercise in the hearing of the pupils. Do not let pupils write after they become tired. Complete Copy Book No. 2, and work into Copy Book No. 3.

13. Drawing.

Follow course and suggestions in Primary Freehand Manual. Use Drawing Book No. 3.

14. Physical Culture.

Note suggestions for Third Year Grade. Remember that the gymnastics have taken on the character of accuracy and precision. Use every reasonable influence to persuade the girls to adopt a loose style of dress for the school-room. Induce the pupils to maintain a good carriage of the body at all times. Teach the pupils, when walking up and down stairs, to hold the body erect, placing the ball of the foot first on the step.

15. Singing.

Continue Deems and Wehage's First Music Reader. The immediate purpose of the work in singing is to develop pure, full voices, to train pupils to read music accurately at sight, and to sing with intelligence. Teach, in addition to the exercises in the Reader, rote songs.

16. Manners and Morals.

Note suggestions for Third Year Grade. All schools should be places of true refine-

ment and elegant culture. Train the school to be distinguished by good manners; good manners are the outgrowth of good morals. Continue the use of Quotations and Maxims for memorizing and for cultivating and training the Subjective Will.

FIFTH YEAR GRADE

1. Reading.

Special attention should be given to recognition of new and unfamiliar words and to accurate pronunciation. Train in the use of the dictionary. In the early part of the year give more attention to thought and less to expression. Reverse this in the latter part of the year. Elementary Science Work will require supplementary and wider reading for information, and many such books have been recommended at our Summer Schools, such as "Seaside and Wayside" No. 3, selected to suit the season.

2. Language Lessons.

Use the second book of the series, follow the text and take pupils through Part I., to

the end of page 74. For supplementary work note suggestions for Fourth Year Grade. Following the text, accuracy, both of construction and of expression, is the product at first to be sought in this grade. The compositions should, therefore, be short. Work for exact representation and correct diction as the result of the first effort, so that the habit of talking or writing carelessly at first, if it has been acquired, may be corrected. Notebook work is sometimes bad because of this pernicious habit. In all this work help the pupil to the composition idiom that his vocabulary lacks. Letter forms should be given, and should include the conventional forms of invitations and responses.

3. Spelling.

Note suggestions for Third Year Grade and for Fourth Year Grade. Drill in the use of synonyms, and teach pupils to discriminate closely in the use of words. The manner of conducting the spelling exercises should be varied, not only in order to arouse greater interest, and the attention which accompanies

interest, but also to afford tests of the pupil's power in different directions. "The spelling-match is too good to lose," but only as an occasional oral review of the selected lists of words. In addition to the lists of words already accumulated from the reader, geography, history, etc., use lists of words illustrating some of the fundamental rules of spelling. Rules of spelling in a language so unphonetic as the English are of little direct value, yet a few are of indirect value in calling the attention of the pupil to the very parts of words which he would be likely to misspell. Use dictation exercises occasionally to test written spelling. The dictation exercise should be short and carefully selected, and it is well to use the draw-curtain. Use occasionally reproducing the substance of the regular lessons in such studies as geography, history, physiology, etc.; but in correcting the spelling in these exercises it is necessary to note only such errors as are repeated, showing that there is a tendency to form a wrong habit. Never permit pupils to do careless spelling.

4. Elementary Science.

Plant lessons naturally predominate in Elementary Science Work, because they grow everywhere and specimens are easily procured by the pupils; but many animals can easily be brought into the school-room; insects, in glass bottles; fishes, snails, beetles, frogs, etc., in glass jars. Note suggestions in the Outlines for Elementary Science Work. Draw all objects studied, and continue color work. In the first three grades the Empiric Interest of the pupils was aroused, stimulated, and gratified by the Elementary Science Work; but the observant teacher will in this grade discover the decided dawning, if not growth, of the Speculative Interest. Prepare additional and special work for such pupils.

5. Geography.

Follow text-book, and use endeavors to teach thoroughly all to page 58, completing the United States. Give a series of the Globe Lessons to show the shape of the earth, size, movement, zones, and the land and water

of the earth; the northern and southern hemispheres and the eastern and western hemispheres; the axes and circumference of the earth, etc. Much practice must be given for determining the relative positions of continents and oceans which involves a knowledge of direction. The term antipodes and its application should be thoroughly taught. The study of the globe prepares for the study of the continent; the study of the continent, for the study of the country; and this is to be followed by the study of Maryland. Let the study of the map and the relief form invariably precede the study of the text. Suggest questions the pupil's study of the map and relief form should answer. Why does the Mississippi flow south, and the St. Lawrence southeast? Extend suggestive questions on the study of the map and relief form to arouse interest and give a broader knowledge in the study of the text. Continue Drawing of Maps and Relief Forms. For fixing the main continental axis together with the eastern and western slopes of North America

showing that this axis is out of line of center resulting in a long slope and a short one, and for fixing the secondary axis and eastern and western slopes, use and study the Outlines for Geography Study. The molding of the continent in sand, both by the teacher and by the pupils, is recommended.

6. History.

Follow text-book, outline the work, and assist the pupils in getting vivid pictures out of the text. In this grade, the pupil can put facts together, and can understand something of the relations of cause and effect; but, as in the fourth year grade, the knowledge acquired must come chiefly from the teacher.

7. Grammar.

Follow text-book, and use endeavors to teach thoroughly all from page 66 to page 146. Omit all after page 146. The decision is left to the judgment of the teacher as to whether the Exercises are to be worked orally or in writing. Now and then, however, an exercise is so long that the pupils cannot be ex-

pected to work the whole of it in writing. Use analysis and diagraming constantly. Memorize each "Order of Parsing" and the Rules of Syntax.

8. Arithmetic.

Review and continue as necessary the work for Fourth Year Grade. Begin formal study of Fractions. Use Paper Folding to supplement the work in text-book, following closely the Outlines for Number Work, especially in making diagrams. Keep steadily in view that the pupils of this grade are expected to thoroughly master fractions, common and decimal. At first use fractions only whose terms are small numbers, and common unit the pupils can see or determine by inspection. In Paper Folding, fold for $\frac{1}{2}$'s, $\frac{1}{4}$'s, $\frac{1}{8}$'s—one paper. $\frac{1}{3}$'s, $\frac{1}{9}$'s, $\frac{1}{18}$'s—one paper. $\frac{1}{3}$'s, $\frac{1}{6}$'s, $\frac{1}{12}$'s—one paper. $\frac{1}{3}$'s and $\frac{1}{4}$'s will meet in 12ths. Fold for $\frac{1}{5}$'s, $\frac{1}{10}$'s—one paper. All fundamental operations may be seen in any one paper. Let pupils first find "equals" (reduction) in paper, then follow with all possible additions, subtractions,

divisions, etc. In multiplication the result may be more than is seen in the paper, but do not use at first. Always use Comparison, and compare both ways. In this work pupils will appreciate that multiplying by a fraction is, in fact, dividing or taking one or more parts; and that dividing by a fraction is measuring fractions by fractions, and not separating. The work from the beginning should involve the solution of problems. It is desirable to give variety to the work of every recitation. Variety does not confuse the pupil who understands the reason for what he does. Later in the year numbers may be factored; common denominators may be obtained by means of factors, and operations with more difficult fractions may be made. The relation between decimal and common fractions should be made clear to the pupils by changing one to the other, using at first such fractions as can be changed by inspection only. In addition to the learning of processes, promiscuous problems from the text-book should be given for seat work. Note suggestions in Fourth Year Grade.

9. Physiology.

Follow the text-book, outline the work, and have the pupils draw all of the charts. In drawing charts, use color work when necessary to illustrate fully. The study and drawing of the chart should precede the study of the text, or rather both should proceed together. Much Elementary Science Work can be gotten from this branch of study. Bones: Soak a bone in a weak muriatic acid to remove the mineral matter, and the bone may be bent and tied in a knot; cut a fresh joint, notice the watery fluid which escapes from the membrane investing the cartilage; obtain a joint, remove the outer layer of tissue and observe the strong, compact ligaments. Pursue investigation and experiments in muscle, etc.

10. Writing.

Drill on movement, especially is using capital forms. Insist on correct position and holding of pen. Examine and criticise note books, analyses, etc. Allow no careless work in form or in penmanship. Complete Copy Book No. 3, and work into Copy Book No. 4.

11. Drawing.

Follow course and suggestions in Primary Freehand Manual. Drill on practice paper. Use Drawing Book No. 4. Draw from the object. Begin Mechanical Drawing in the Application of simple Geometrical Problems, completing twenty-nine problems in the Note Book of collected simple Geometrical Problems.

12. Physical Culture.

Note suggestions for Fourth Year Grade. Whatever Manual is used, follow the text. Devise relaxing exercises, breathing exercises, and exercises for muscular development. Lead the pupils to see the relation of physical exercises to good health. Teach the importance of a good carriage.

13. Singing.

Continue Deems and Wehage's First Music Reader. Note suggestions for Fourth Year Grade. Teach rote songs throughout the year.

14. Manners and Morals.

Use biography study effectively. The lessons in all of the grades are to embrace the following: Manners in School, duties and attentions growing out of school relations; Manners at Home, duties and attentions growing out of home relations; Manners in Public. Continue to use Quotations for memorizing and for cultivating and training the Subjective Will.

SIXTH YEAR GRADE.

1. Reading.

Continue to give special attention to recognition of new and unfamiliar words and accurate pronunciation. Train in the use of the dictionary. Give attention to the geographical, historical, biographical, and science allusions in the text, and train in the use of the encyclopoedia. The Geography and History Work of this grade will require supplementary and wider reading for a broader view of countries and their products; of people

and their customs and habits of life; of historical characters and people represented by historical characters; of places and incidents referred to in the text-book.

2. Language Lessons.

Follow the text-book, continuing the second book of the series, and take pupils from page 75, Part II., to the Composition on page 156. Supplement the text, for variety, by Picture Lessons in Geography, Picture Lessons in History, Dialogues, Application of Proverbs, Industrial Doing and Telling How, and Letter Writing. In every case cause an outline to be made before the pupils talk or write, and see that in talking or writing they follow the outline. Give special attention to paragraphing. If pupils have been properly trained, they will do effective Language Work in this grade.

3. Spelling.

Keep all lists of spelling in form for frequent review orally and in writing. In spelling there are two classes of pupils: Those who have strong visual memory, and those who

have strong auditory memory. The first class includes the large number of pupils, and the second class is exceptional. Work mainly for the first class, but incidentally for the second class. By writing a word many times, day after day in the conrse, the hand forms the habit of writing it with little or no conscious direction from the mind, the muscular movements become registered on the muscles of the hand and on the nerve centers controlling them, and thereafter the hand is guided chiefly by the motor memory. It ought, therefore, to be the aim of the teacher to make spelling as much as possible an automatic act of the hand. Needless attention to spelling when writing is a waste of mental power. Pupils should be trained to know when they do not know how to spell a word, and thus avoid the vicious practice of guessing the spelling. In the lower grades, if a pupil does not know how to spell a word which he has occasion to write, he ought to be told how it is spelled; in a higher grade, he ought to consult the dictionary.

4. Elementary Science.

The teacher should be prepared to present two, three, or more, leading topics upon every branch of elementary science, and should assist the pupils to work out to the limits of their capacity by careful observation these simple problems. The teacher's ingenuity will be continually taxed to furnish new devices adapted to the correct development of a topic. Always have a reason clearly in mind for giving every lesson. Have a reason clearly in mind for the way in which the lesson is presented. Plan only for such work as the pupils can do for themselves, or, at least, take the leading part in doing. Place the pupil directly in contact with nature. Begin with something which is really a part of the pupil's experience—not something you have to tell him. Develop the observing and comparing faculties, and through them thoughtful reasoning. Continue keeping Meteorlogical Record. In Zoology and Botany, draw the specimens studied, and continue color work. Prepare additional and special work for pupils

who manifest decided growth of the Speculative Interest.

5. Arithmetic.

The work of this grade is chiefly with Decimal Fractions and Compound Denominate Numbers. In Decimal Fractions, draw cubical block representing 1000 cubes. Draw block representing 1. Any part of block is some part of 1. Question, and have answers written in common fractions. Place equivalent decimal fractions after each common fraction. Practice fully, e. g., 3 layers of cubes, 2 rows, 5 cubes, will equal? .325, etc. Give much work in Comparison by inspection. (See suggestions in the Outlines for Number Work). In Denominate numbers, have pupils illustrate by diagram, where it is possible, the number of standard units contained in specified distances, surfaces, and volumes. This applies especially to carpeting, to the measure of lumber, cord wood, etc. In doing the practical work in the application of denominate numbers, excellent opportunity is given for the best possible review of fractions.

Question, and have answer written in common fractions. Practice fully, e. g., What part of a gallon is one-half of a pint, etc. In addition to the work suggested, and all along the work of the grade, give mental exercises and promiscuous examples from the text-book requiring thoughtful reasoning.

6. Geography.

Follow text-book, except begin with the Map of Maryland. Review Mathematical Geography, with the use of latitude and longitude in the location of places. If it can be avoided, do not use a flat map. A globe is the only thing that can give a correct idea of the parallels and meridians as they are related to each other. Teach longitude and time. The rapid sketching of maps at first from copy and then from memory should be practiced to fix coast lines. No time need be spent in beautifying these maps. When pupils acquire facility in rapid sketching of maps, let them begin each day's recitation by drawing quickly upon the blackboard a map, naming as they represent

the most important divisions of the coast, and afterwards inserting the mountain and river systems. Seven or eight minutes are all the time needed for this part of the exercise. In this way the prominent physical features of the country will be forever fixed in the pupil's mind. Draw relief maps, and study the drainage of continents. Study the most important river basins; main river of the system; tributaries; source slope; general character of rivers of the basin, whether navigable or not, whether adapted to commerce or manufacture; chief cities located on the rivers, why located where they are. Let the description of rivers or river basins form the subject for compositions. Use comparison in the study of continents, e. g., South America compared with North America. Note the similarity in general shape; in location of primary and secondary axes; in length and direction of slopes; in location of river basins, etc. The different forms of government should be understood in general by the pupils. Much valuable work may be done by a comparison

of the sizes of countries; of conditions of people; of numbers of people; of modes of life, etc.

7. History.

Follow text-book, outline the work, train the historical imagination and develop the historical sense by abundance of stories and biography. The text-book should in this grade be looked upon as an assistance rather than as a means of support. The habit of consulting different authors should be acquired and should be constantly stimulated. "With a variety of text-books, the teacher learns how to teach; and the pupil, how to study" The mere memorizing of dry facts and assertions affords no intellectual nourishment, while it is almost sure to create a distaste for historical study. Put, therefore, life and action into the work of the grade. Teach only a few of the most important dates; but teach these thoroughly, and let minor dates be held relatively and approximately in the pupil's memory.

8. English Grammar.

Follow the text-book, but constantly reenforce the Etymology by teaching Syntax incidentally; by teaching Clauses directly, with diagraming; by teaching Punctuation incidentally in connection with the study of the construction of the Sentence and the nature of the Phrase or the nature of the Clause, e. g., "The comma sets off an explanatory phrase which does not restrict the modified term or closely combine with it;" or, "The comma sets off the adjective clause, unless restrictive." Use analysis and diagraming constantly. Memorize each "Order of Parsing" and the Rules of Syntax incidentally taught.

9. Writing.

For the first eight weeks, with manilla or tablet trial paper, thorough drill in position, pen-holding, and movements. Review small and capital letters. Secure easy position and free movement even if at the cost of apparently better penmanship. Make every reasonable effort to secure careful work in all written

exercises. The position of the pupil should be criticised when doing any written work. Complete Copy Book No. 4, and work into Copy Book No. 5.

10. Drawing.

Follow suggestions in Primary Freehand Manual. Drill on practice paper. Draw from the object, simple group. Continue Mechanical Drawing in the Application of simple Geometrical Problems, reviewing the twenty-nine problems given to the Fifth Year Grade, and completing thirty-two additional problems on Circles.

11. Physical Culture.

Note suggestions for Fifth Year Grade. Whatever Manual is used, follow the text. Devise relaxing exercises, breathing exercises, and exercises for muscular development. Breathing exercises, in which the breath is exhaled very slowly, are given to gain control of the muscles used in exhalation, thereby gaining control of the breath. Give simple lessons in articulation. Keep lists of mispronounced words on the black-

board, and drill the pupils in pronouncing them correctly and distinctly.

12. Singing.

Review the work of the previous year, and then complete Deems and Wehage's First Music Reader. Continue songs for rote work. Use endeavors to develop pure, full voices. Train the pupils to read music accurately at sight, and to sing with intelligence and feeling.

13. Manners and Morals.

Teach school-room etiquette. Give illustrations and quotations on punctuality, etc. Use biography study. Use Quotations and Maxims for memorizing and for cultivating and training the Subjective Will. Note particularly in individual cases that were once unpromising the progress in the growth of harmony of the Objective Will with the Subjective Will. Never give up the pupil, but remember that Will-Training is the most important department of the teacher's duties. "The value of a man lies not in knowledge,

but in Will." The proper development of good morals and gentle manners should in no case be neglected. Instruction and training that will cultivate a spirit of kindness and courtesy towards all, a love for the true, the beautiful, the good; respect for parents and teacher; and reverence for God. Almost every lesson furnishes an opportunity for moral instruction. An education without a high moral development is dangerous. The greatness of noted men and women, who have been benefactors to humanity, is due to their high moral character. Character underlies true greatness. Teachers should let no opportunity pass, by which pupils may be elevated morally.

SEVENTH YEAR GRADE.

1. Reading.

Note suggestions for Sixth Year Grade. Good oral expression should be cultivated, but the chief purpose is to develop a taste for good literature; and literary excellence should command most attention. Do not spend too much time upon meanings of words, as pupils

will usually acquire this from the context. If the meaning is not clear, they should consult the dictionary and have the help of the teacher. But usually want of understanding will arise from the failure of the pupil to make clear mental pictures of the persons, events, etc., and the teacher's special efforts should be directed to this end. Continue to give attention to the geographical, historical, biographical, and science allusions in the text, and to training in the use of the encyclopædia.

2. Language Lessons.

Follow and complete the text-book. For supplementary work, continue Letter Writing. Picture Lessons in History for the development of imagination, Picture Dialogues for the development of dramatic power, and Industrial Doing and Telling How. For Picture Lessons in History or Picture Dialogues, paste the upper edge of the picture in the upper left-hand corner of a half sheet of paper, neatly transcribe the composition, and let it be kept by the teacher for occasions of

exhibition of school work. Train pupils especially in paragraphing, until they are able to distinguish the main from the dependent facts of a group of related ideas and learn to put them together as a paragraph.

3. Spelling.

Note suggestions for Sixth Year Grade. In the preceding grades, the memory of the pupils for words has been wholly, at first, and then largely circumstantial; but now they are growing into the philosophical memory, and they are ready for drill in word-analysis and word-building. Teach prefixes and suffixes, and drill in the discrimination of synonyms. Continue to teach diacritical marks and a few of the rules of spelling.

4. Elementary Science.

Note suggestions for Sixth Year Grade. Be prepared to present many leading topics, not only in Botany and Zoology, but also in Meteorology, Astronomy, Physics, Chemistry, etc. Pay especial attention to the development of expression by means of Written Lan-

guage, of Drawing, of Painting, of Making. In the study of simple topics in Physics expensive apparatus is unnecessary; but a little ingenuity on the part of teacher and pupil will supply nearly all that is needed. For method of keeping Meteorological Record, consult the Outlines for Elementary Science Work. Prepare additional and special work for pupils who manifest decided growth of the Speculative Interest and the Aesthetic Interest. With many pupils the drawing and painting of specimens will become tasteful and finished products either in this grade or the next.

5. Arithmetic.

Teach thoroughly Percentage and its applications. Draw a square containing 100 small equal squares. Find: Number of rows; number of squares in a row; number of squares in the figure. Questions: What part of the whole figure is one small square? Three small squares? Five? Ten? etc. Also connect naming of Per Cent closely with this. Show that when any number of per

cents are asked for, it is the same as asking for the same number of hundredths. Have much quick work in changing per cents to Common Fractions, and Common Fractions to per cents. Place list on the blackboard. Draw a line a few feet in length on the blackboard, and divide into many equal parts—lettering the parts A, B, C, D, etc. Comparisons: B is what part of A? B is what per cent of A? Compare both ways. Make other divisions. Use Blocks, (cubes), which can be used quickly and effectively, making comparisons in fractional parts and in per cents. Draw a square and divide it into many different parts having many different shaped figures, and Compare, giving Common Fractions, Decimal Fractions, and Per Cent. Figure to be drawn at the top of paper, statements to be made underneath. In addition to the use of ordinary problems in the book, use partial problems which will allow the making of many statements. Problems should grow gradually more difficult. Pupils should be made to see that Commission and Brokerage,

Stocks, Interest, etc., are only applications of principles already studied. In the application of percentage to the business of life excellent opportunity is offered for a practical and profitable review of fractions and of denominate numbers. Much good work may be done by applying percentage to fractional numbers and to denominate numbers. The text-books treat the subject in such a way as to make it mechanical, or algebraic. Avoid dividing the subject into cases, all working by formulas, and any representation of a number by "100 per cent." Teach Ratio and Simple Proportion. Let pupils be able to analyze any example which they may solve by proportion, noting the philosophy and value of the shorter way of working involving cancellation. All of the operations required in the solution of a problem should be indicated before any of them are performed. The whole attention should be centered, first, on the reasoning necessary for the solution; and, second, on the operations. In the operations, cancellation should be used when it will

shorten the work. The time of recitation should be given chiefly to the development of principles, and to ascertaining their applications. Class practice should be restricted to the use of small numbers that the pupil may give his whole attention to mastering principles and their practical applications. Practice with large numbers should be expected of the pupils as desk work. The pupils should receive no help in their efforts to understand the problems assigned them for desk work; for the ability of the pupils to solve the problems of the book without help, is the measure of the efficiency of the class or recitation work.

6. Geography.

Teach Physical Geography. Follow the text-book, and draw and appropriately color all of the maps and charts.

7. History.

Teach History of England, follow the text-book, outline the work, and continue to train the historical imagination and develop the historical sense by abundance of stories and

biography. The habit of consulting different authors should be constantly stimulated. Note all suggestions for Sixth Year Grade, especially as to teaching dates.

8. English Grammar.

Continue and follow the text-book. Review wherever necessary. Note suggestions for Sixth Year Grade. Study the sentence and its clauses, and use analysis and diagraming constantly. Teach Punctuation incidentally in connection with the study of the Sentence. Memorize the Rules of Syntax. Teach thoroughly, and train pupil to do careful and thoughtful work. Omit Prosody.

9. Writing.

Note suggestions for Sixth Year Grade; and give thorough drill in position, pen-holding, and movements, using manilla or tablet trial paper. Do not allow pupils to depend on finger movement; for that movement has very little do with good penmanship. Insist on forearm movement, good position, and careful work. Both form and penmanship of all manuscripts should be neat and attractive.

10. Drawing.

Continue drawing from the object, simple group. Continue Mechanical Drawing in the Application of simple Geometrical Problems, completing eighteen problems on Polygons, etc., and additional problems and test exercises presented by the teacher.

11. Physical Culture.

Whatever Manual is used, follow the text. The pupils should know the essentials of a good standing position. This should be insisted on at all times until the habit is fixed. Take many exercises with a book on the head. This will most quickly and surely secure a good general carriage. When going upstairs keep the body erect and place the ball of the foot first on the step. Teach pupils as individuals to walk lightly, freely swinging the leg from the hip, and without unnecessary motion in the upper part of the body. Have occasional exercises with wands and dumb-bells. Devise relaxing exercises, breathing exercises, and exercises for muscular development. The breathing exercises should

be devised for the thorough expansion of the lungs, and to strengthen the muscles of respiration and give control of the breath during exhalation. At the beginning of the week place on the blackboard a list of words commonly mispronounced, and drill pupils in uttering them correctly and distinctly.

12. Singing.

The work of the Sixth Year Grade should be reviewed, and then Deems and Wehage's Second Music Reader should be begun. Continue songs for rote work.

13. Manners and Morals.

Continue to teach school-room etiquette and courtesy. Use Quotations and Maxims for memorizing and for cultivating and training the Subjective Will.

EIGHTH YEAR GRADE.

1. Reading.

Note suggestions for Seventh Year Grade. Continue to use the Etymological Reader, but supplement it with miscellaneous reading, and develop a taste for good literature. If

"Lady of the Lake" is read, take first a short biography of Sir Walter Scott. Geography study of Scotland will be necessary to complete the picture and history of the period. Commit select portions; note beauty of diction and figure.

2. Spelling.

Note suggestions for Seventh Year Grade. Adapt the work to the growing philosophical memory, and drill in word-analysis, word-building, prefixes, suffixes, and in the discrimination of synonyms. Spell all difficult words in reading, history, and physiology throughout the year. Continue to teach diacritical marks and a few of the rules of spelling.

3. Elementary Science.

Note suggestions for Seventh Year Grade, and prepare additional and special work for pupils who develop increasing Speculative Interest and Aesthetic Interest.

4. Composition and Rhetoric.

Follow and complete the text-book. Note suggestions for Seventh Year Grade, in giving

supplementary work in Language and Composition.

5. English and American Literature.

Follow the text-book. Collect small pictures of American authors, and use them in biographical summary and composition. Paste the upper edge of the picture in the upper left-hand corner of a half sheet of paper, neatly transcribe the composition, and let it be kept by the teacher for occasions of exhibition of school work. In this work, develop the spirit of doing one's best each time. Study a few authors with some particularity, encouraging investigation and much reading, as a preparation for the biographical summary and composition.

6. English Grammar.

Complete and review the text-book. Study the sentence and its clauses, and use analysis and diagraming constantly. Teach Punctuation thoroughly; and, if found necessary, memorize each "Order of Parsing" and the Rules of Syntax.

7. History.

Complete the History of England and review the History of the United States by topical outline.

8. Arithmetic.

Advanced work of the preceding grade, including Bank Discount. If a review of the subject of Arithmetic is considered necessary, the pupils should be made to see the fundamental principles underlying all operations in numbers. While doing this work, a systematic training in mental arithmetic should be given. Study powers and roots. Study mensuration, and make it objective by drawings wherever it is possible to do so. In all work, use test examples constantly, in the school-room without help, but not in time of recitation. The time of recitation can be used much more profitably than in solving and explaining difficult problems.

9. Algebra.

Follow the text-book, through Equations of the First Degree.

10. Physiology.

Follow the text-book, outline the work, and have pupils draw all of the charts. In drawing charts, use color work when necessary to illustrate fully. The study and drawing of the chart should precede the study of the text, or rather both should proceed together.

11. Writing.

The pupils are supposed to have acquired, upon reaching this grade, a fair degree of legibility and rapidity in writing. The instruction is now to be pursued in connection with Business Forms and Book-keeping.

12. Drawing.

Continue drawing from the object, group a little complex. Continue Mechanical Drawing, with Theorems demonstrated Mechanically. Special attention should be given to drawing to scale. Encourage home sketches, and make them occasions for general lessons on the laws governing the appearance of form.

13. Physical Culture.

Note and observe suggestions for Seventh Year Grade.

14. Singing.

Deems and Wehage's Second Music Reader. The work of the Seventh Year Grade should be reviewed. Continue to use the Second Music Reader. In addition, a large amount of music should be sung, especial attention being given to expression.

RULES AND REGULATIONS

OF THE

PUBLIC SCHOOLS

OF TALBOT COUNTY, MARYLAND.

SCHOOLS.

1. The schools shall be open for instruction from Monday to Friday inclusive. They shall be open at 10 minutes before 9 o'clock in the morning, and close the morning session at 12 o'clock; and open at 1 o'clock in the afternoon, and close at 4 o'clock; except where the Board of County School Commissioners may allow or direct otherwise.

2. In no case shall schools be opened on Saturdays, or during the legal holidays; and teachers will not be allowed to make up lost time by teaching extra hours during school days.

PRINCIPAL TEACHERS.

1. The Principal shall act under the advice and direction of the Examiner.

2. The Principal shall pay particular attention to the classification of pupils and to the apportionment of prescribed studies amongst

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the classes; and shall observe the work of assistant teachers; their care in watching over the character and habits of pupils; the condition of the several rooms, promptly suggesting improvements in the method of teaching, correcting defects in management, and reporting to the Examiner and School Board whatever may be defective in the training of pupils.

3. It shall be the duty of the Principal to return to the Examiner and School Board, with each term report, a list of every case of tardiness or absence of any teacher, to give the dates of the absences, also the names of the substitutes who may have filled vacancies during the term.

4. The Principal shall keep a list of all the articles called "Apparatus" belonging to the school—such as Globes, Maps, Charts, Reference Books, Clocks, Bells, etc., and shall at suitable times make a careful comparison of such lists with the articles in use or in possession of the school. If any shall have disappeared, a written explanation of the circumstances connected with their disappearance shall be presented to the School Board.

5. The Principal shall advise and direct the assistant teachers in relation to their course of instruction and discipline in their respective

grades; see that prescribed studies are carefully pursued and programmes exactly observed; that the best methods of discipline are maintained in a proper manner. Should any assistant teacher refuse to obey the written instructions of the Principal, such disobedience shall be reported to the Examiner and School Board; and the School Board may either dismiss the assistant teacher, or order suspension, with loss of salary, for a period not exceeding five months.

6. The Principal shall examine into all cases of discipline reported by the assistant teachers, or by the parent or guardian of a pupil, and shall promptly take such action as may be deemed expedient and proper; and if, on examination, the pupil shall be suspended or excluded from school, the case shall be reported to the School Trustees for their action.

7. Should any teacher be sick, or be absent from any other necessary cause, without having given due notice, the Principal shall place the room of such teacher under a monitor, until a suitable substitute who holds a certificate of qualification to teach shall be employed, at the expense of the absent teacher, subject to the direction of the Examiner.

8. The Principal shall see that all the regulations herein contained are faithfully and constantly observed.

9. All the communications of the Principal to the School Board shall be in writing, addressed to the Examiner.

TEACHERS.

1. Teachers shall be in their respective school-rooms thirty minutes before 9 o'clock in the morning. They shall see that their rooms are open at twenty-five minutes before 9 o'clock for the admission of pupils; and they shall require all who are in the room to observe the same rules and propriety required to be observed during study hours; and they shall, at no time, permit pupils to use the school-room as a play-ground.

2. Each teacher shall see that the clock belonging to his or her room is regulated by the Principal's clock, which shall be the standard.

3. No class shall be dimissed nor regular exercises suspended without first consulting the Principal.

4. It shall be the duty of each teacher to keep in some conspicuous place a programme showing the order of the daily exercises and the time for each exercise; and no change shall be made therein without first consulting the Principal.

5. Each teacher shall be held responsible for the school property and furniture in his or her care.

6. Teachers shall not allow pupils to remain in the building after the close of school unless they remain with them; and, at noon intermission, all of the teachers, including the Principal, shall be detailed, in the order and under the regulations prescribed by the Principal, to keep at least one room open for such pupils as may have to bring their noon lunch to the school-room.

7. Each teacher shall at once report to the Principal any pupil unfurnished with books, or any other articles, provided one week shall have elapsed after the teacher, by a note addressed to the parent, has called attention to the want, in which case the Principal shall take such action as may be thought proper, and report the same to the School Trustees.

8. It shall be the duty of the teacher to give vigilant attention to the ventilation and temperature of the school-room. In winter, as well as in summer, the air of each room shall be effectually changed at each recess and at such other time as may be necessary to prevent the breathing of impure air. During the season of fires, teachers shall carefully observe the state of the thermometer, and endeavor to keep the temperature of their rooms at 65 to 70 degrees Fahrenheit. The thermometers should be so located as to

indicate, as readily as possible, the average temperature of the rooms.

9. Teachers shall require all pupils to pass out of the school-room at recess, unless there be reasons for detention.

10. Teachers shall keep their Registers, Class Books, and Reports accurately and neatly in accordance with prescribed form. All work upon the Reports, etc., besides making the daily record, must be done out of school hours.

11. The *whole time* of the teacher *belongs to the public service;* and all hours of school session are to be devoted to the most earnest and faithful instruction of the pupils; and hours out of school session are to be devoted to preparation for class work, outlining, sketching, studying, and planning the methods for presenting the subjects of study, in accordance with the Manuals and General Outlines given.

12. Teachers shall practice such discipline in their schools as would be exercised by a kind and judicious parent in the family, always firm and vigilant, but prudent. They shall endeavor, on all proper occasions, to inculcate on their pupils truthfulness, self-control, temperance, frugality, industry, obedience to parents, reverence for the aged, for-

bearance toward the weak, respect for the rights of others, politeness to all, kindness to animals, desire for knowledge, and obedience to the laws of God; but no teacher shall exercise any sectarian influence in the schools.

13. The avoidance of corporal punishment as far as may be, with a due regard to obedience on the part of pupils, is enjoined on all teachers.

14. Teachers are required to make themselves familiar with the Rules and Regulations, especially with the portion that relates to their own duties, and to faithfully observe the same, and to see that the pupils are made familiar with the rules relating to their duties.

PUPILS.

1. When pupils are received into the school, the Principal must be informed of any physical weakness to which they are subject, that it may be wisely regarded.

2. Any pupil guilty of profanity, obscenity, truancy, violent or marked opposition to authority, or willfully cutting, marking, or defacing or defiling, or otherwise injuring the school building or other school property, shall be reported to the Principal, who shall punish by suspension or otherwise, as is in his judgment proper. If the offender be suspended

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by the Principal, notice of such suspension shall be given to the parent or guardian, and report be made to the School Trustees for their action.

3. Teachers are authorized, in their judgment, to require excuses from the parents or guardians of pupils, either in person or by note, in all cases of absence, or tardiness, or dismissal before the close of school.

4. Parents are earnestly requested to aid teachers by sending their children to school promptly and regularly, morning and afternoon. Thirty minutes before the opening of schools, the first bell shall be rung; and five minutes thereafter pupils may enter the building. Fifteen minutes before the opening of schools, the second bell shall be rung, and preparations shall begin for lining the pupils and marching them in regular order to the room or rooms for the opening exercises and a lesson in singing. Proper provision shall be made for receiving and seating tardy pupils until their excuses can be considered.

5. Parents are earnestly requested to do all in their power to secure from their children, at home, the faithful preparation of their lessons; and in every way to aid the schools in the formation of children's character; for teachers and parents need to have the same object in view, and to work in harmony.

6. Parents, guardians, and others requiring information at the school in relation to their children or those in their care, will be courteously received; but they will not be permitted to interfere with the rules or discipline of the school, nor treat in a disrespectful manner any of the teachers. Should any difficulty occur in the relations of teachers to the pupils, complaint may be laid before the School Trustees. In all cases of infraction of the rules of the schools, the parent or guardian is requested promptly to communicate first with the School Trustees and afterward with the Examiner.

7. Applicants for admission to the schools and pupils already belonging to the schools afflicted with, or exposed to, any disease that may endanger the other pupils, shall be excluded or dismissed; in case of doubt, however, the teacher may require a certificate from a physician that the pupil's admission is prudent.

8. Examinations for promotion shall take place at the end of the scholastic year, under direction of the Principal; and all pupils absenting themselves from examination, or withdrawing from the schools before the close of the scholastic year, shall be required, at the opening of the next term to resume their

seats in the same grade from which they went out, unless prepared to submit to an examination for promotion.

GENERAL REGULATIONS.

1. Only ten minutes will be allowed for the recess during the morning session, and ten minutes for the afternoon session, where teachers deem it advisable to provide for general recess (instead of individual recess) in the arrangement of the daily programme.

2. At the close of all general recesses, teachers shall personally attend to lining the pupils and marching them in regular order to their school-rooms. This should be done in a uniform manner, and without haste, or any disorder.

3. If children learn evil habits or hear impure or profane language at school, they do so chiefly during the recesses; therefore, all of the teachers, including the Principal, shall be detailed, in the order and under the regulations prescribed by the Principal, for yard supervision at all recesses.

4. Pupils shall be taught proper feelings of respect for the school-room, and that there are proprieties of conduct and manner inseparably connected with entering the outer door of a school-building; therefore, teachers shall

not permit pupils to play in the school-room, or in the halls of the school-house, at any recess, intermission, or assembling hour.

5. The morning and afternoon exercises should be opened with appropriate reading, quotations, singing, or a music lesson.

6. No teacher shall allow any agent or person acting as agent, to enter his or her school-room during school hours, and exhibit any text-book, map, chart, apparatus or book of any kind whatsoever; nor shall any teacher distribute, or cause or allow to be distributed, among the pupils while at school, any advertisement of any kind; or sell tickets, or allow them to be sold in the school-room by any person for the benefit of an entertainment of any kind whatsoever,

SUGGESTIONS.

The success of the school depends to a large degree upon the teacher, nor is this all. The success of the pupils, who now compose the school, depends to a great extent upon the teacher. For this and other reasons, the teacher should be a person of high character, a person who has a motive for all that he does, a person who is willing to leave *self* in the background while he labors for the good of others. The teacher's duties are arduous

and his responsibilities are great. We should not forget that we are educating for citizenship; and as our best citizens are persons of the strongest and best character, let teachers do all in their power to properly mould and develop character in their pupils.

The moral and social culture of pupils should be regarded of no less importance than their mental discipline. Falsehood, profanity, cruelty, or any form of vice, should not be tolerated; bad and useless habits should be discouraged, such as slovenliness in any of its forms; tardiness should meet with decided disfavor; use of gum or tobacco should not only be discountenanced, but should not be allowed. Teachers should be free from all these habits, as precept without example in teaching is but of little consequence. Cultivate a prejudice against all pernicious habits. Nearly everyone who uses tobacco in any of its forms, formed the habit through weakness —weakness in not being able to withstand temptation. The little boy learns to use it because men use it; they are taken as an example, and thus unawares their influence for bad is silently undermining the health and character of some bright and promising boy. Teachers, when you enter the school-room, throw aside all that may have a tendency to

injure others, and aid parents and society in the elevation of mankind to the utmost of your ability. Do all you can to elevate the profession. See that the school-room and its surroundings are pleasant and attractive. Work earnestly to develop a love for truth and a desire for knowledge. Teach your pupils to think and act. If you would succeed, be energetic, active, respect the feelings of others and do your whole duty.

Exercise judgment and foresight in all you do. Do not make a code of rules; do not scold; do not use sarcasm. Do not punish in a way that will inflict physical injury or cause bodily inconvenience. Acquire and maintain perfect authority over your schools, but never boast of it. Generally the teacher who makes the least ado governs best. Never give a command where a request is sufficient; never make a request where a suggestion will serve the purpose. Never ask anything of a pupil that *you* are not able to do, or that you would not be willing to do under similar circumstances. Keep pupils employed; when work is promptly and well done, let your pupils know that you appreciate their effort. Encouragement at the proper time is a powerful stimulus with most pupils. Excite the self-activities of the pupils and lead them to discover truth for themselves.

ATTENDANCE.

The teacher should secure the enrollment of every pupil belonging to the school district. The higher the number and percentage of attendance, the greater evidence that the teacher is a success.

The next greatest evil to non-attendance is irregular attendance. An opportunity offers here for missionary work on the part of the teacher. The evil effects of such a course should be kindly shown parents who detain their children or who carelessly permit them to remain out of school.

Tardiness results in non-attendance. Its effects upon any school are demoralizing. It disturbs a school which is at work. Oftentimes it is humiliating to the tardy children, as valuable time and recitations are lost. Parents should be urged to co-operate with the teacher to overcome tardiness. Show them that the great tendency is to prevent the formation of prompt and business-like habits, which are essential to the success of everyone.

Encourage parents to visit the school.

ADDRESS TO PATRONS.

RELATION OF TEACHER AND PARENT TO PUPILS.

The schools belong to the people, and it is desirable that they should have the fullest knowledge of their workings. This can be obtained in part by visitation at various times, in part by the statements of children, and still more from the reports made by teachers of standing, absences, tardiness, and conduct, as also through reports in the public press.

Between teachers and parents there should be the fullest understanding and sympathy. They both have the same end in view, the right development of the child's character. Harmonious development of all good traits requires co-operation on the part of teacher and parent. The antagonisms that sometimes arise between these are very unfortunate, and the child's welfare demands that they should be avoided. They are nearly always due to misconception of the duty of each, or to misunderstanding regarding the facts. The child states certain words or acts of the

teacher; and the parent, having only one side, and not knowing the spirit of the teacher, may misjudge. If now the parent is unwise enough to utter a hasty word against the teacher, the foundation for trouble is laid, and the child will watch for evidence against the teacher. The power of the teacher, as also of the parent, in developing right character, is in proportion to the child's confidence in the teacher's integrity. Let either weaken confidence in the other and damage is done to the child. The only safe rule, in view of the importance to the child, is *never to pass judgment until both sides have been heard.* There should be the freest communication between parent and teacher; and, since both want to do the child the highest possible good, this communication should be mutually conducted with the fullest sympathy. Parent, make the teacher strong in the good opinion of your child. Teacher, make the parent supreme in the affection and confidence of your pupil. Let the child's highest possible good be the only question. Train him to be noble in thought and action. He will be happy and useful in proportion as he is above weak complainings that somebody wants to abuse him. In carrying out this idea of the fullest acquaintance in regard to the

facts in the various cases which arise, teachers are required to send many notes to the parents. Is the pupil tardy or absent or careless about lessons and conduct? The parent has a right to know the facts; and, in case of absence or tardiness, the teacher has a right to know whether it was necessary and with the parent's consent. No pupil has a right to hinder the best work of the school unnecessarily. All absence and tardiness do hinder, and are excusable only when the cause is so important as to justify. It is not a case in which the teacher is personally concerned, but a question of his duty to protect the majority from the injury they would sustain from the indifference of the few. It is extra trouble for the teacher to send notes and reports, and he would gladly be freed from it; but the good of the school requires it, and this leads the School Board to place the duty upon the teachers. To one who appreciates these facts, it seems strange that some parents object to teachers sending home notes of information or inquiry. Some evince a desire not to be troubled by the knowledge of the shortcomings of their children, and only ask that the teacher shall manage them without parents having any concern. Teachers do not wish to annoy parents, but only to keep them

properly informed. If the teacher does not do so, and the matter goes on until there is some serious trouble, the parent is likely to feel, and with good reason, that the teacher ought to have given some warning. Parents and teachers really want to help each other, and where misunderstanding arises, it is usually because one or the other has forgotten or not understood these fundamental relations they sustain to each other. Teachers having made a study of these principles regarding school work, can well afford to be patient with parents who do not so fully understand them, and it is their duty to be so.

DISCIPLINE.

In all of our lectures and instructions to teachers in regard to discipline, it has been our constant purpose to make it conduce not to the subjection of the pupil to the teacher but to himself, to make it such that it should bring out his own best ideal and prompt him of his own will to do what his deliberate judgment says is right; to make it not the means of putting a barrier between him and the teacher, but of bringing them into closer harmony by the better understanding it insures if it be proper in kind and in the spirit of its administration. If discipline cause

personal feeling toward the teacher, it indicates something wrong either attendant or antecedent. That discipline may have its true value in the development of character, the teacher must have shown himself the interested friend, and the correction must commend itself to the offender as just and proper. That this idea of discipline can always be secured, no one would assume; for forces beyond control, and, in many cases, beyond knowledge even, operate to defeat the wisest and best efforts of the teacher.

HOME STUDY.

It is not the purpose to have pupils in the lower grades do much study at home, partly because they need much time for exercise and sleep to secure proper growth, and partly because the work needs the guiding eye of the teacher. If, however, the pupil goes over some of the work at home, the parent has a degree of opportunity to know what the child is doing at school and to see its development. In the higher grades, an increasing amount is expected to be done at home; and if parents do not find their children systematically doing certain work there, they may know that such children are not doing all that is expected of them, and are falling short of what they are

capable of doing. They may be keeping up with the class; but, if capable, they ought to keep at the head of the class, and so be a help to the weaker ones. There is no purpose to keep back any who are capable and able to go forward. Such, with proper home study, may be put forward a grade to their advantage. Besides, pupils must be preparing for what is to come; for in the High School Grades they must do nearly all of their study independent of the teacher's guidance.

EXAMINATIONS.

It is an occasional occurrence that an outcry is heard against examinations, and the statement is made that in many places they have already been abolished. But, in the places where it is held there are no written examinations, they still exist, though under another name and with a modified purpose. To make written examinations the only basis of promotion is generally admitted to be wrong, and to make them a test of the pupil's power to recall unrelated and particular facts is a perversion. It is safe, however, to say that the written examination will remain in all the schools of the country; but that they will be so changed in character and purpose as to better serve the end of the pupil's complete training and preparation for life.

It may not be amiss to state some reasons why these examinations must have a place in educational work.

First,—Pupils must be trained to generalize Facts and ideas are gained from recitation; but these must coalesce into general ideas, and the examination may be so employed as to be the best means of securing this.

Second,—They aid in giving unity to the subject. The pupil has been looking at close range. But a true conception of a subject is impossible save by carrying the point of view so far back as to bring related things within the angle of vision. The review does this in part, but it is secured in the highest degree by a proper written examination.

Third,—They aid in fixing valuable facts and important ideas. The great outcry against examinations is that they unduly emphasize facts, that the best work of the pupil (his thought effort) is not shown. Facts may be overrated. The power to think is a great purpose of the school. But facts are the furniture of the mind, and are essential to good thinking. They must be stored up with a view to calling them forth when needed; and they are best remembered only when the probability of future need renders them of interest. A proper examination will test the

power of the pupil to call up and think about valuable facts and great truths.

Fourth,—They reveal to pupils their weakness. Pupils usually do not know by what slight tenure they hold what they have gone over When they undergo the testing of a good list of questions, they find that they have not mastered the subject, they come to know themselves, to measure what they know alongside of what they should know.

Fifth,—They train to careful and accurate statement of thought. In oral recitation some allowance must be made for bad construction of language and illogical arrangement of thought. But in the examination there is time to organize thought into suitable forms of language. The pupil has studied the subject, and he is now asked to express what he knows of certain points in the clearest and completest way he can. No ears listen now, no teacher is impatient that he is slow about reciting, and in the quiet of his own being he is to shape his thoughts into words.

Sixth,—They are an impelling force. Some pupils will do their best from mere love of knowledge or to excel in recitation, but very many need the demand for application that the examination gives.

Seventh,—They secure fairness to those who write better than they speak. Some

good thinkers find themselves at great disadvantage in oral recitation. Some can recite glibly on the lesson just studied, who have so poorly assimilated what they have studied that they cannot use it on demand or for purposes of apperception, and the examination shows the teacher their real deficiency. The comparative mastery of the subject and the power of assimilation are revealed as they cannot be by any other means.

Eighth,—They are a security to teachers in promotion. While it is rare that parents cause trouble over failure of their children to be advanced, there are cases, and the papers written by pupils upon the same topics and under the same conditions are the only satisfactory evidence that the teacher has dealt justly.

Ninth,—Frequent short examinations, to teachers who do not neglect constant criticism of their own work with the pupils in the school-room, serve to show to them whether their teaching has in it the element of thoroughness or is superficial and mechanical.

The examinations aid in determining whether it is best for the pupil to be advanced, but they are not determinative. The ordinary class work and short examinations is to count half, and the judgment of the

teacher made from varying circumstances, is the final determining element in promotion. All doubtful cases are to be canvassed and decided with reference to the best interest of the pupil and of the school.

CHILDREN UNDER SIX.

It would be well if parents could realize that much inconvenience to teachers and loss to children has been caused by their entering school at whatever time they become six years old. It is to be hoped that parents will strictly observe the rule that these children are to be entered only at the beginning of the scholastic year and on the first of April. The provision is, as follows: Those children who become six before the first of the following February may enter at the beginning of the scholastic year; and, those children who will become six between February and July may enter the first of April. This seems to be the wisest adjustment of the difficulty, and if observed would aid materially. It cannot be emphasized too strongly that a child who comes into a grade several weeks after the work has begun and attempts to work with the pupils thus in advance, cannot comprehend what they are doing and is actually not only humiliated but dwarfed by attempting it.

It awakens pity to go into a room and see a pupil blindly trying to grasp what others are doing. The teacher cannot in justice to the majority go over all these things with the individual pupil. The whole question is one of what is the best interest of the child.

HIGH SCHOOLS.

In many States, where the public school system culminates in a university, the status of the High School is fixed, and its legitimate function is to fit pupils for entering on a university course of instruction. But, even in States less advanced, no properly developed system of public instruction is complete without the addition of a High School; and so long as education is regarded as the corner-stone of a representative government, public instruction must do more than teach children to read, spell, write, and cipher. A highly developed state requires a highly developed system of public instruction. The high school is in fact the most democratic of our public institutions. They offer to the poor and to the rich, on equal terms, a culture which will adorn and ennoble any situation in life. By their influence, the communities in which they are situated may be repeatedly re-enforced by accessions of cul-

tivated citizens to elevate, in turn, the whole tone of society. In following this view of the subject, the benefit to the community cannot be fully estimated and substantiated in any mere words or rhetoric.

At the head of every large school there should be a broad-gauged, judicious, and highly cultured man, who is learned in the art and science of teaching and skillful in the practice of his profession. What we need at the head of our high schools and large graded schools is more of strong manly character. The superiority of women in the primary work, when the heart is in it, is unquestioned: but during the years when the passions of boys exercise their sway, when the subjective will (still in the formative stage) is only partially under the controlling influence of principle and adopted maxims, and the strengthened intellect is demanding the right of self-direction, there is need of the judicial firmness of a manly man.

The principal teacher of every high school or large graded school should be assisted by *trained* teachers only, who have developed and possess skill in the technics of school work. Skill is the expression of power, and when this is united with the broad culture, the studious habits, the gifts and graces, and the progressive spirit that constantly studies

and strives for something better for the children, which go to mark the successful teacher, then only have we a subject fitted for appointment or promotion in one of these schools.

MARYLAND STATE TEACHERS' READING CIRCLE.

All teachers are expected, of course, to familiarize themselves, by diligent and constant study, with the Reading Circle Course, especially with the books on Psychology, Methods of Teaching, History of Education, and with Fitch's Lectures on Teaching.

So long as empiricism prevails in the business of teaching and persons are allowed to enter upon the duties of the school-room without a course of preparatory training, designed to unfold the scientific principles which underlie the art, we must insist upon a thorough knowledge of that part of the Reading Circle Course alluded to above. Teaching is the art of all arts and demands incessant study. A teacher who ceases to study cannot teach efficiently. Our aim should be to raise ourselves, if possible, to the plane of the professional and ideal teacher. Three factors enter into the composition of the ideal teacher; choice personal endowments, skillful training, and painstaking experience.

There are three distinct departments in the work of the school-room that must be studied and mastered by the public-school teacher before any measurable success can attend his efforts in teaching, viz., government, instruction, and discipline (will-training). But, even when these gifts are acquired, we have still only half of the ideal teacher. There yet remains the *manner* of the teacher—the reserved force—the power brought to the work of teaching—the devotion, the love of the work, the animation, the enthusiasm, and the sympathy and interest for the school.

THE EXAMINER AT WORK IN THE SCHOOL-ROOM.

A school is visited for the purpose of testing the teacher's skill, knowledge, and efficiency in certain material points; and the record kept should be such that, after a succession of visits, whenever it is necessary to inform the School Board of a teacher's qualifications, a trustworthy statement can be made at least on the following points:

1. Knowledge and skill in the technics of school work.
2. Knowledge of the subjects taught.
3. Skill in imparting instruction.
4. Ability to keep and maintain order.
5. Power of holding attention.

These are essential qualifications which must enter as elements into the Examiner's judgment of a teacher's worth. If system and exactness be given to the work of supervision, and teachers understand from what data an estimate of their success will be formed, they will then have a definite purpose in the performance of their duties.

In observing the work of the teacher, the following suggestions are made:

1. Is the teacher too quick tempered for the best moral power, and accustomed to seeing only the surface of things?

2. Has the teacher sympathy and interest in the pupils?

3. Has the teacher zeal and animation of manner in conducting the recitation?

4. Has the teacher any exact knowledge of the Art of Questioning in the recitation and a proper use of the Law of Apperception in correlating and concentrating two or more branches of study?

5. Is the teacher's plan, in conducting the recitation, logical; and is the matter correct?

Note:—Teachers should not neglect to criticise their work done in the school-room; and the use of the above questions, for the purpose of self-catechising, will be found beneficial.

CRITICISM AND EXAMINATION.

Manner:

1. Animation.
2. Variety.
3. Expression of sympathy and interest.

Teaching:

1. Correctness of matter taught.
2. Thoroughness.
3. Emphasis on important points.
4. Rapidity.
5. Conciseness.
6. Variety, frequency, and emphasis in *drill.*

Order:

1. Attention gained and maintained.
2. Prompt and cheerful obedience.
3. Quietness, steadiness, and interest with which the pupils work.

Grade Work:

1. The attitude of the teacher to the grade work, as to knowledge of the subjects taught, as to scholarship and general information, and as to skill in the technics of the work.

2. Examination of the condition of the grade work, as to the tact and industry of the teacher in keeping it properly advanced.

Note:—The Examiner will understand that the *recitation* is a power wholly in the hands

of the teacher, either for good or evil. The weakness or excellence of everything in the government, or instruction, or discipline of the school will in some manner manifest and focus itself in the recitation; and, if he desires to uplift and do good for an inferior teacher and hopes to reform the mischievous practices in the work, the school process must be grasped and scientifically handled at this point.

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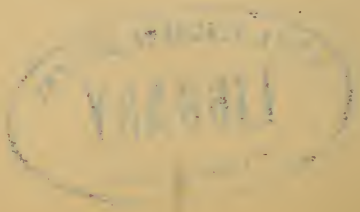

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For Reference

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